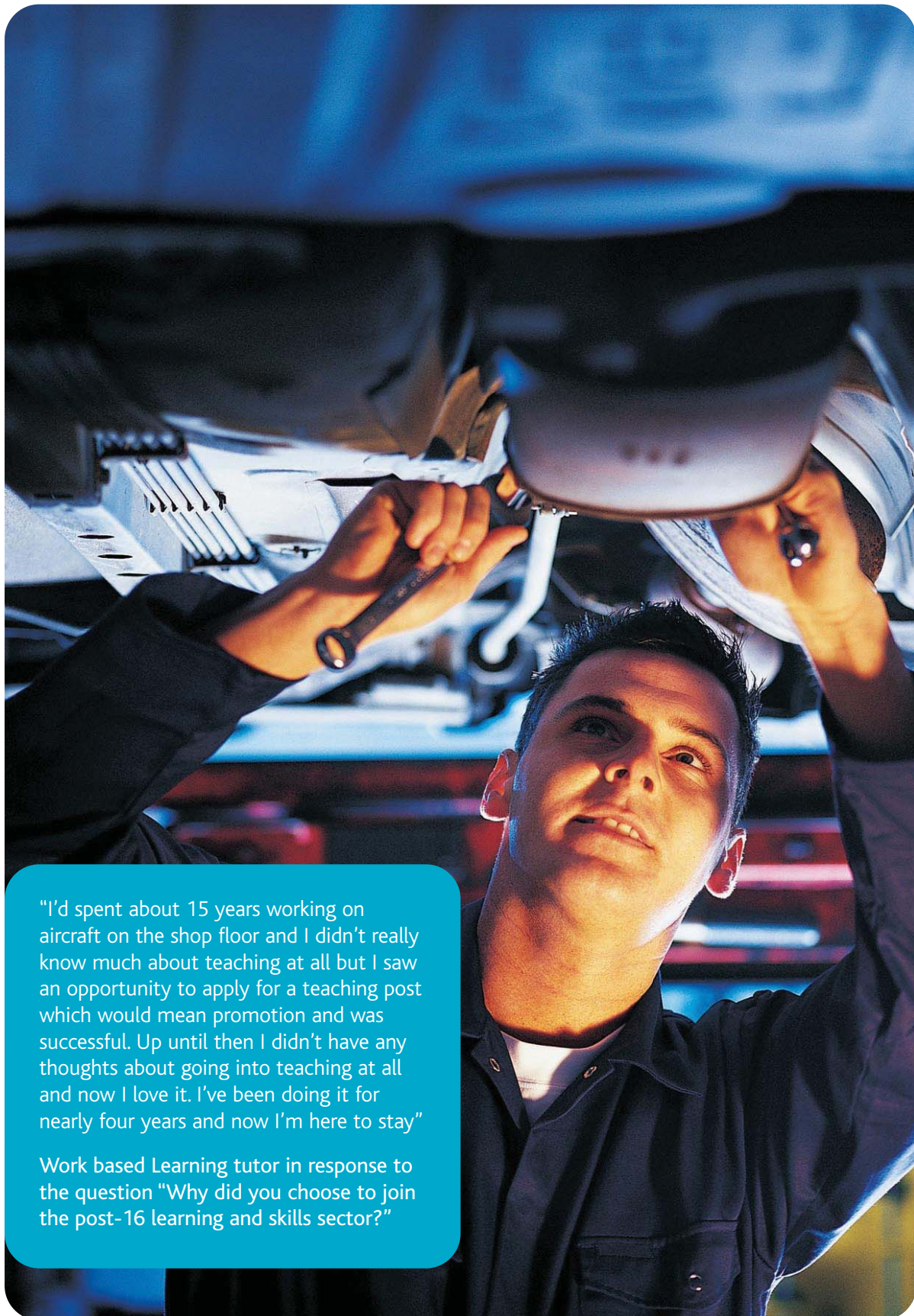


successforall

Initial Teacher Training – making the reforms happen

Learning and Skills Sector













"I'd spent about 15 years working on aircraft on the shop floor and I didn't really know much about teaching at all but I saw an opportunity to apply for a teaching post which would mean promotion and was successful. Up until then I didn't have any thoughts about going into teaching at all and now I love it. I've been doing it for nearly four years and now I'm here to stay"

Work based Learning tutor in response to the question "Why did you choose to join the post-16 learning and skills sector?"

Within this you will find separate leaflets providing information for how the reforms will apply within different settings to help ensure that all those involved will feel fully prepared when the reform programme is implemented in September 2007.

You will also find a separate sheet providing answers to some of the most frequently asked questions.

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Equipping our teachers for the future - one year on



In November 2004 the Minister of State for Lifelong Learning, Further and Higher Education announced the Government's proposals for the reform of Initial Teacher Training in the Learning and Skills sector. One year on there has been significant progress at arriving at the reform that aims to make teaching in the sector a career of choice.

As the date for the implementation of the reform package draws closer, the Department for Education and Skills Standards Unit is offering an opportunity for key stakeholders in the sector to learn about the developments towards reform, to ask questions and to consider the implications for their own organisations.

The Government is aware that it cannot make a success of the reform by itself. It recognises that its partners need to play a full part in the implementation and that to do so they need timely and reliable information that will allow them to make plans for the smooth transition to the new system.

The reform programme has implications for a range of people:

- Principals and Chief Executives
- Human Resource managers
- Providers of initial teacher training
- Teacher educators and trainers
- Existing teachers and trainers in the learning and skills sector

The full package of reforms is set out in "Equipping Our Teachers for the Future" available from DfES Publications. Ref ITT Reform 1. Telephone 0845 602 2260.

What the programme means for Principals and Chief Executives



From September 2007 the Government expects that all new staff employed as teachers and trainers in the learning and skills sector will be trained to a standard that allows them to achieve Qualified Teacher Learning and Skills status (QTLS) and be licensed to practice by the Institute for Learning. This expectation supersedes the targets for qualified teachers in the Success for All agenda.

In order to prepare for this change, Principals and Chief Executives need to:

- Ensure that their development plans contain a human resource strategy that sets out future requirements for teaching staff, provision for initial teacher training, a system for specialist mentoring within the organisation and a framework for continuing professional development.
- Establish systematic links between Human Resource managers and providers of initial teacher training, inside the organisation or elsewhere, to ensure that appropriate training is available to meet the organisation's needs.
- Plan the provision of a variety of routes towards QTLS to include the Passport to Teaching Award and a Continuing Professional Development route.
- Assess the organisation's ability to provide appropriate levels of support to teachers and trainers undergoing initial teacher training including specialist mentoring.
- Check that their organisation has received and understood the standards for teacher training and the criteria for Centres for Excellence in Teacher Training when they are published.
- Establish or strengthen partnership arrangements in delivering teacher training.
- Arrive at plans for ensuring that teaching and training staff achieving QTLS status after September 2007 have access to continuing professional development that will allow them to renew their licence to practice with the Institute for Learning.
- Establish mechanisms for existing staff to achieve QTLS status.

What the programme means for Human Resource managers



From September 2007 the Government expects that all new staff employed as teachers and trainers in the learning and skills sector will be trained to a standard that allows them to achieve Qualified Teacher Learning and Skills status (QTLS) and be licensed to practice by the Institute for Learning. This expectation supersedes the targets for qualified teachers in the Success for All agenda.

In order to prepare for this change, Human Resource managers need to:

- Ensure that their human resource strategy not only sets out future requirements for teaching staff but also indicates arrangements for the provision for initial teacher training.
- Establish systematic links with providers of initial teacher training, inside the organisation or elsewhere, to ensure that appropriate training is available to meet the organisation's needs.
- Consult with colleagues to ensure availability of specialist mentoring within the organisation and that the framework for continuing professional development meets the requirements of the organisation and the needs of individual teachers and trainers.
- Consider the implications of any amendment to the Further Education Teachers' Qualifications (England) Regulations 2001 and advise the Principal or Chief Executive on actions needed to meet the deadlines for qualification.
- Establish a working relationship with Lifelong Learning UK (LLUK) and collaborate on projecting staffing needs in the future.
- Work with colleagues to ensure that curriculum and programme developments take account of human resource requirements and the associated need for initial teacher training and continuing professional development.
- Develop plans for ensuring that teaching and training staff achieving QTLS status after September 2007 have access to continuing professional development that will allow them to renew their licence to practice with the Institute for Learning.
- Establish the scale of demand from existing staff to achieve QTLS status, establish the availability of routes towards qualification and consult with colleagues about a timetable for meeting individual teacher and trainer needs.

What the programme means for **Providers of Initial Teacher Training**



From September 2007 the Government expects that all new staff employed as teachers and trainers in the learning and skills sector will be trained to a standard that allows them to achieve Qualified Teacher Learning and Skills status (QTLS) and be licensed to practice by the Institute for Learning. This expectation supersedes the targets for qualified teachers in the Success for All agenda.

In order to prepare for this change, Providers of Initial Teacher Training need to:

- Familiarise themselves with the Government's proposals contained in Equipping our Teachers for the Future – in particular, the qualification process for all teachers in the learning and skills sector.
- Read the inspection reports on Initial Teacher Training published by Ofsted and assess their own provision in light of the findings.
- Make sure they are aware of the outcomes of the pilot projects commissioned by the Standards Unit to identify and develop good practice in effective initial assessment, mentoring and observation of teaching practice.
- Obtain material developed by the Standards Unit from the curriculum and programme framework for use in initial teacher training.
- Check that they have received and understood the standards for teacher training and the criteria for Centres for Excellence in Teacher Training when they are published.
- Ensure that courses starting in September 2007 meet the criteria for validation by SVUK.
- Act on the standards for teacher trainers when they are published by LLUK to ensure that staff are appropriately qualified and experienced to teach initial teacher training courses.
- Make plans for the delivery of continuing professional development as part of the framework to be developed by LLUK.

What the programme means for Teacher Trainers and Educators



From September 2007 the Government expects that all new staff employed as teachers and trainers in the learning and skills sector will be trained to a standard that allows them to achieve Qualified Teacher Learning and Skills status (QTLS) and be licensed to practice by the Institute for Learning. This expectation supersedes the targets for qualified teachers in the Success for All agenda.

In order to prepare for this change, teacher trainers and educators need to:

- Familiarise themselves with the Government's proposals contained in Equipping our Teachers for the Future – in particular, the qualification process for all teachers in the learning and skills sector.
- Read the inspection reports on Initial Teacher Training published by Ofsted and assess their own provision in light of the findings.
- Make sure they are aware of the outcomes of the pilot projects commissioned by the Standards Unit to identify and develop good practice in effective initial assessment, mentoring and observation of teaching practice.
- Obtain material developed by the Standards Unit from the curriculum and programme framework for use in initial teacher training.
- Check that they have received and understood the standards for teacher training when they are published by LLUK.
- Check that teacher trainers are appropriately qualified and experienced to teach on initial teacher training courses. Consult with line managers on opportunities for achieving additional qualifications.
- Contribute to plans for the delivery of continuing professional development as part of the framework to be developed by LLUK.

What the programme means for Teachers and Trainers



From September 2007 the Government expects that all new staff employed as teachers and trainers in the learning and skills sector will be trained to a standard that allows them to achieve Qualified Teacher Learning and Skills status (QTLS) and be licensed to practice by the Institute for Learning. This expectation supersedes the targets for qualified teachers in the Success for All agenda.

In order to prepare for this change, existing teachers and trainers in the learning and skills sector need to:

- Read the new standards for teacher training when published by LLUK.
- Discuss with line managers opportunities for continuing professional development leading to QTLS status.
- Contact the Institute for Learning to discuss the advantages of registration and initiating a professional development record.
- Participate in an initial assessment, including accreditation of prior learning and leading to an individual learning plan.
- Undertake an appropriate programme of Continuing Professional Development that will lead to the award of QTLS.



Frequently Asked Questions

Q. Do these reforms apply to those offering work based learning and working in Adult and Community Learning (ACL) in the same way of those working in a college?

A. The reforms are intended to embrace teacher training across the whole of the learning and skills sector. Trainers in work based learning and tutors in adult and community learning should have the same access to teacher training as their college based colleagues.

Q. Will the timetable for the new standards for both trainees and teaching staff in general be met?

A. Yes. LLUK have agreed a timetable with strategic partners. New standards will be published in September 2006.

Q. What kind of training will teachers of ITT have to undergo?

A. LLUK has been given the responsibility of establishing a professional development framework for teacher trainers that will cover both the qualifications they should hold and the experience they should have. We anticipate that this will determine the character of training courses for new entrants to teacher training.

Q. Who will deliver the Passport and the full qualification leading to QTLS?

A. Initial Teacher Training courses will be delivered by HEIs and colleges as now. Both the Passport and full training courses will contain a mix of the taught and the practical. It is essential that these elements are integrated and support each other. Both must therefore be delivered by a team consisting of those teaching the pedagogical elements and those in the workplace responsible for line management, supervision and support.

Q. When will the criteria for Centres for Excellence in Teacher Training (CETTs) be available and what will be their role?

A. The criteria will be available in time for the first CETTs to be operational in September 2007. CETTs will be expected to influence the delivery of teacher training across the region and so contribute to the Government's agenda for quality improvement.

Q. Will there be additional funding for CETTs offering mentoring and support to other providers in a region?

A. The Government intends to make payments to employers of teachers in the sector undergoing ITT to ensure that support in the workplace, such as mentoring, is provided. It will be the responsibility of individual employers to arrive at appropriate arrangements for mentoring in partnership with the organisation delivering the training.

Q. Will there be subject learning coaches, regional networks and regional subject leads for ITT?

A. The development of materials and approaches for ITT has been based on work done in the other curriculum and programme areas selected for the transformation of teaching and learning programmes. The development does not involve the nomination and training of subject learning coaches in the same way, but it is anticipated that a similar concentration on improving standards of teaching and learning will be arrived at by the establishment of a professional development framework by LLUK.

Q. Will there be materials for ITT to cover all 15 areas of learning of the Common Inspection Framework (CIF) plus the various subsections in the areas?

A. Materials have been identified from the Standards Unit teaching and learning frameworks. In common with other framework materials they indicate approaches to teaching and learning and are not intended to be a comprehensive scheme for a particular qualification. The pilot projects in Mentoring, Initial Assessment and Observation of Teaching Practice are producing examples of good practice that will be made available.

Q. SVUK and LLUK often refer to the minimum core as the subject specifications. Does that really only refer to specifications for language, literacy and numeracy?

A. The content of qualifications will be determined by the standards developed LLUK. These will define which aspects must be in a common core and which are options that trainees might take according to their roles. It is expected that as a minimum the common core will include generic teaching skills and the personal skills of literacy, language and numeracy, plus the skills for e-learning.

Q. What will be the arrangement for existing staff to achieve the new QTLS?

A. It is anticipated that the CPD framework will offer varied delivery options including the accreditation of prior learning.

Q. Why should anyone send a teacher on an ITT course when they can achieve QTLS through a college CPD route?

A. The choice of routes will be determined by the requirements of the employer and the circumstances of the individual teacher or trainer. The standards will be the same in each case. CPD modules will be offered by HEIs and awarding bodies to meet the requirements of the standards and fit with the professional development framework.

Q. What is the exit strategy for courses that are endorsed beyond September 2007?

A. The last students will commence one year initial teacher training courses in September 2006. From 2007 all new entrants will commence training under the new regulations.

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Further copies
DfES publications – Tel 0845 602 2260
Ref: ITT Reform 2